

新课标下中学英语教师系列培训教程

Developing
and
Teaching
Reading

中学英语阅读 技能与教学示例

丛书主编 曹湘洪

主 编 阿米娜·阿不力孜
陈 爽

清华大学出版社

新课标下中学英语教师系列培训教程

Developing and Teaching Reading

中学英语阅读 技能与教学示例

丛书主编 曹湘洪

主 编 阿米娜·阿不力孜
陈 爽

清华大学出版社
北 京

内 容 简 介

《中学英语阅读技能与教学示例》严格按照国家《英语课程标准》的思路和要求，遵循现代语言教学理念编写。本教材共10个单元，每个单元由能力训练和案例教学示范两大部分组成。能力训练部分循序渐进地对中学阅读技巧进行讲解，并设计不同形式的练习题，加深学习者对阅读技巧的理解。案例教学示范部分展示真实的初中英语课堂教学设计案例，配合大量练习，使学习者熟悉课堂活动过程和组织方法，提高活动设计能力。

本教材的目标读者为广大中小学英语教师、对中学英语教学感兴趣的教育研究者及英语水平相当的其他人士。

版权所有，侵权必究。侵权举报电话：010-62782989 13701121933

图书在版编目(CIP)数据

中学英语阅读技能与教学示例 / 阿米娜·阿不力孜, 陈爽主编. —北京: 清华大学出版社, 2014
(新课标下中学英语教师系列培训教程) / 曹湘洪主编

I. 9-I957-703-302-37561-6

I. 中… II. ①阿…②陈… III. ①英语-阅读教学-教学研究-中学教师-师资培训-教材
IV. ①G633.412

中国版本图书馆CIP数据核字(2014)第174667号

责任编辑: 朱琳 徐博文

封面设计: 平原

责任校对: 王凤芝

责任印制: 王静怡

出版发行: 清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址: 北京清华大学学研大厦 A 座 邮 编: 100084

社总机: 010-62770175 邮 购: 010-62786544

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质 量 反 馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 刷 者: 三河市君旺印务有限公司

装 订 者: 三河市新茂装订有限公司

经 销: 全国新华书店

开 本: 185mm×260mm

印 张: 11.5

字 数: 193 千字

版 次: 2014 年 12 月第 1 版

印 次: 2014 年 12 月第 1 次印刷

印 数: 1~3000

定 价: 29.00 元

前言 Preface

教师培训是加强教师队伍建设的重要环节,是推进素质教育、促进教育公平、提高教育质量的重要保证。随着我国新课改的实施,各级各类的中小学英语师资培训日益增多,这为提高中小学英语教师队伍整体素质提供了良好的平台。但纵观近年来的英语教师培训课程,编者发现培训的整体本身还面临着诸多困难及挑战。挑战之一就是:目前的中学英语教师培训教材十分匮乏,而现有培训教材内容的合适性、实用性以及实效性还亟待加强。

为了适应新时期中小学英语教育改革的发展需要,有效地开展英语教师的培训工
作,我们编写了“新课标下中学英语教师系列培训教程”。本套教材依据国家《英语
课程标准》编写而成,主要适用于中小学英语教师,可以作为各级各类中小学英语教
师专业素养及教学能力提升的培训教材。同时,本套教材也可以作为已完成基础阶段
学习的高等师范院校英语专业本科生及研究生的配套教材。本套教材包括7个教程,分
别是:《中学英语词汇技能与教学示例》、《中学英语语法技能与教学示例》、《中
学英语听力技能与教学示例》、《中学英语口语技能与教学示例》、《中学英语阅读
技能与教学示例》、《中学英语写作技能与教学示例》、《中学英语跨文化交际技能
与教学示例》。每本教程均由能力训练和案例教学示范两大部分组成。能力训练部分
主要通过有序和有效的模块训练,提高英语教师在听、说、读、写、词汇、语法、跨
文化交际方面的能力。案例教学示范部分通过真实的初中英语课堂教学案例设计展
示,使教师熟悉活动过程和组织方法,体验教学活动的效果,从而提高英语教师的教
学活动设计能力。

本套培训教材有以下三方面的特点:

1. 紧扣新课标,注重知识和能力培养。“新课标下中学英语教师系列培训教程”严格遵照《英语课程标准》的思路及要求,遵循现代语言教学理念,关注英语学习者

的认知规律和心理特点，注重语言知识结构与语言功能的有机结合，紧密围绕目前初中英语教学中的重点及难点，通过大量的语言知识和技能的学习及训练实践，使英语受训者夯实英语基础知识，提高他们综合运用英语的能力。

2. 编写体系科学严谨，目标要求明确实用。本套教材在内容编排上力求遵照《英语课程标准》体系结构，在结构上突出完整性、系统性及实用性。本套教材涉及听、说、读、写、词汇、语法、跨文化交际七个方面的内容，通过系统学习和训练，学习者不仅能进一步完善英语语言知识与技能，同时还可以深入学习和理解西方文化背景和掌握跨文化交际能力，这无疑对中小学英语专业教师在专业化成长上有多方面的助益。

3. 注重课例，引领创新。本套教材的另一亮点是将课例融汇到教材内容之中。通过真实的课例展示，帮助英语教师更加容易、更加顺畅地理解新的教学理念；通过对照课例模板，更清楚地反思自己的教学，更有效地提升自己的能力。这种基于相关理论框架以及附加提炼出的课例编写方式不仅为提高教师学科专业基础技能以及拓展视野和知识面提供了帮助，同时也为教师提高驾驭新课程教学内容的的能力提供了有益的借鉴。

基础教育改革的核心是新课程理念的落实，它成功的关键在于千百万教师行为的转化。因此我们希望本套教材的编写出版能为提高中学英语教师的专业水平和教育教学能力，促进他们在实施素质教育、推进基础教育改革和教师培训中更好地发挥骨干带头作用方面起到积极的推动作用。

感谢清华大学出版社朱琳编辑为本套教材的出版所付出的时间和辛苦，同时感谢审稿专家提出的宝贵意见和修改建议。

本套教材涉及面广，内容编排及相关语言点论述上尚存在不足之处，诚挚希望得到各位专家、同仁，特别是广大一线教师的批评指正。

丛书主编

2014.3.1

目录 Contents

Unit One	Predicting	1
Part One	Language Development	2
Part Two	Case for Teaching	11
Unit Two	Getting Meaning from Context (I)	15
Part One	Language Development	16
Part Two	Case for Teaching	28
Unit Three	Getting Meaning from Context (II)	33
Part One	Language Development	34
Part Two	Case for Teaching	43
Unit Four	Finding out the Topic Sentence	47
Part One	Language Development	48
Part Two	Case for Teaching	58
Unit Five	Making a Summary of Main Idea	63
Part One	Language Development	64
Part Two	Case for Teaching	78

Unit Six Scanning and Skimming (I)	83
Part One Language Development	84
Part Two Case for Teaching	97
Unit Seven Scanning and Skimming (II)	101
Part One Language Development	102
Part Two Case for Teaching	111
Unit Eight Distinguishing Facts and Opinions	115
Part One Language Development	116
Part Two Case for Teaching	125
Unit Nine Understanding Inferences	129
Part One Language Development	130
Part Two Case for Teaching	142
Unit Ten Figuring out the Outline	147
Part One Language Development	148
Part Two Case for Teaching	157
Keys	161
References	176

Unit One

Predicting

Part One

Language Development

1. Lead-in

Directions: Fill in the blanks with proper words. There is no single correct answer.

- (1) You should take care of yourself to prevent
- (2) A healer might give medicine to his or her
- (3) It is possible to do this, but I am not sure that it is
- (4) Many patients prefer to be cured by traditional methods rather than by a modern
- (5) In the cancer research, it seems that almost weekly there is a new
- (6) Transplants are now quite common, but the problem is finding a large enough supply of
- (7) The patient felt weak; he did not have any
- (8) Some illnesses are, and some are
- (9) There is a difficult problem. Is there any
- (10) Some people believe deeply in

2. Pre-reading

2.1 Warm-up Questions

Directions: If the title of a reading text is "The Troubled State of Calculus". In your prediction, which country will be mentioned in the text?

2.2 Preview on vocabulary

Directions: Put a check (✓) next to the words that you don't know.

theorem	proof	proportion	disgrace
faculty	eliminate	illustrate	drill

2.3 Introduction to Reading Strategy—Predicting

预测阅读法，就是读者对所接收的文字等信号进行不停地思考，不断地调动自己的原有知识，进行信息积累，同时和心目中的作者进行对话。这时，发问的是读者，回答的是作者已写好的文字。这种不停地思考和发问，就是阅读中的预测。换句话说，阅读理解中的预测是指读者利用阅读材料的题目、图片、图表等在通读全文之前对内容的大概猜测，或者期望。该预测是以相关知识及一般的推理逻辑作为基础的。一般来说，根据很少的基础，便能做出大量的预测。例如，当我们看到一家商店的招牌为“某某粮店”时，便可以预测其中的商品为：米、面、杂粮等。我们在阅读时，通过阅读文章中的某些“蛛丝马迹”，利用自己已掌握的知识进行预测，即可预测文章中可能出现的内容及词汇。常用的阅读前预测方法如下：

(1) 通过标题进行预测

例如，一篇题目为“Why I Teach”的文章，学生通过看文章的标题，能对作者教书的原因做出如下预测：第一，热爱教育事业；第二，每年都有几个固定的长假；第三，教师收入较多；第四，教师工作较舒适。同时还可以通过标题预测词汇：teaching position、long vacation、comfortable等。

(2) 通过阅读理解题进行预测

文章后面的阅读理解题都是基于文章内容提出来的，是文章内容的延伸和深化，它们往往反映文章的主要内容。我们通过快读和略读理解题，可以提取问题中的已知成分，通过阅读理解题的上下联系，找出更多的“已知信息”。而对某些问题，可以利用常识，排除错误答案。

(3) 利用段首句进行预测

利用段首句一方面可以预测本段的内容及有关的词汇；另一方面，通过上下文联系，可以预测全文的内容。例如，在“Why I Teach”一文中，第二段首句：“Certainly

I don't teach because teaching is not easy for me.”，由此我们可以预测作者将在第二段中解释为什么教书对他来说并不是一件容易的事。例如，作者可能会说，他的知识水平有限，很难应付学生可能提出的各种问题等。同时可预测本段词汇：question、a red-eye、a sweaty-palm、sinking stomach、profession等。

下面以某文章的前两段为例进行说明。

Example:

Never Be a Quitter in Face of Life

“Get yourself up and make something of yourself, buddy!”. Though she passed away, my mother's words are as clear in my head today as when I was a boy.

She may have had my interests at heart, but from my standpoint at the time, her less than tender approach to parenting was the equivalent of bamboo torture treatment.

Looking at the title of the passage, we can see that it sounds like a piece of advice or instruction. We may ask: who gives this piece of advice or instruction and to whom? This is an actual prediction.

On reading the first few paragraphs of the passage, we find out it was the writer's mother who gave this piece of instruction to him when he was a boy. We may be curious to know why these words are so powerful and predict that the next paragraph will tell us something more about his extraordinary mother.

3. While-reading

Directions: Read the passage and then finish the following exercises.

The Troubled State of Calculus

[A] More than half a million students take an introductory calculus course in



any given year, and the number is growing. A large proportion has no choice. Calculus is a barrier that must be overcome on the way to a professional career in medicine or engineering. Even disciplines like history now sometimes require some college mathematics. But for many people in the last few years who have passed through such a course, the word calculus brings back painful memories.

- [B] In many universities, about half of the students who take introductory calculus fail the course. A surprising large number must take the course several times to get through. At the same time, engineering and physical sciences professors complain that even the students who pass do not know very much about calculus and don't know how to use it.
- [C] "The teaching of calculus is a national disgrace", said Lynn A. Steen, president of the Mathematical Association of America, based in Washington, D.C., and a professor at St. Olaf College in Northfield, Minn. "Too often calculus is taught by inexperienced instructors to ill-prepared students in an environment with insufficient feedback," he said, "The result is a serious decline in the number of students pursuing advanced mathematics, and a majority of college graduates who have learned to hate mathematics."
- [D] Now a small group of educators has started a movement to change what is taught in an introductory calculus course, to improve the way it is taught and to bring the teaching of calculus into the computer age. Earlier this year, 25 faculties, members, administrators, scientists, and others representing diverse interests met at Tulane University in New Orleans to see what could be done.
- [E] One big surprise was a general agreement that there is room for change. When participants came to the meeting, says mathematician Peter L. Renz of Bard College in Annandaleon-Hudson, N.Y., although they recognized the problem, "We all believed that there was nothing we could do about calculus." Yet despite this pessimism, many of the participants brought worthwhile suggestions.
- [F] A key question is the role of hand-held calculators and computers. For the

price of a calculus textbook, students can buy a scientific calculator. “The first thing that one can do on that basis is to eliminate an awful lot of the routine problems,” says mathematician Ronald G. Douglas, dean of the physical sciences school at the State University of New York at Stony Brook. The ideas are still important, and instructors may need some of these techniques to illustrate what is going on, he says, but drilling students in something that any calculator or computer can now do becomes much less important.

[G] The conference participants agreed that the routine use of calculators would help shift the focus of calculus back to its fundamental ideas and away from students mechanically plugging numbers into formulas to get “nice” answers. Until now, says Douglas, “all we have been teaching people in some sense has been a kind of pattern recognition.”

Exercise: Answer the following questions based on your prediction of the contents.

(1) The above passage is an inset from an article on calculus. On the basis of these, what aspect of calculus do you think the article might be about? List two possibilities.

.....
.....
.....

(2) Does the author believe that the instruction of calculus is successful or unsuccessful at the present time? What words give you this impression?

.....
.....
.....

(3) Before you continue reading the article, decide how you expect it to begin. Remember, you are not always predicting precisely what an author will do,

but you can use knowledge of the text and your general knowledge to make good guess. Which of the following seems the most likely beginning?

- A. The author will describe traditional ways of teaching calculus.
- B. The author will describe math instruction in general.
- C. The author will describe new ways to teach calculus.
- D. The author will describe the general state of calculus instruction.

(4) The article appears to be critical of current teaching practices. Is this what you expect?

(5) Did you expect the article to begin with a general description of calculus instruction?

(6) After reading Paragraph [A], what do you expect to read about next? What words or phrases point to this direction? What knowledge about calculus and schools leads you to make the prediction?

.....
.....

(7) In Paragraph [B] and Paragraph [C], the author summarizes his criticism of the teaching of calculus. What do you think he will say next?

.....
.....
.....

4. Post-reading

Directions: *The above article is just an excerpt. So after reading it, what other kinds of problems and solutions do you predict will be discussed in the whole complete article?*

5. Homework

Directions: *Predict the general direction of the writer's thinking by reading the following article. There are a few questions in the predictions to guide you.*

From Hardship Comes Success

"I prefer action to words", said John TC Yeh, the award-winning businessman. Over the past four decades, John, who has been deaf since birth, has proven his abilities time and time again—as a young immigrant, a college student, a clever business leader, an employer of persons who are disabled, an advocate, and a loving husband and father of three.

Prediction 1

After reading the title and the first paragraph, you probably know that the following part might be about:

- (1) how John TC Yeh suffered from being deaf.
- (2) how John TC Yeh became successful as an immigrant.
- (3) how John TC Yeh became successful as a disabled man.

John came to the United States with his family in 1962 so that he and his sister, who is also deaf, could receive the best education possible. John graduated from the Kendall School for the deaf and then went on to Gallaudet University in Washington D.C., where he earned a bachelor's degree in mathematics. He wanted to become a mathematics teacher, but encountered many difficulties along the way, and most importantly is that employers would not hire him because he was deaf.

John reflected that his first job was cleaning up at a restaurant. "I supervised myself, so my lack of hearing did not affect my job," he recalls. He went on to receive his master's degree in computer science, but after applying for hundreds of jobs, he once

again found that employers were unwilling to hire him, entirely because he was disabled.

Prediction 2

After reading the above two paragraphs, you know that John, who is deaf, wanted to become a mathematics teacher after earning a bachelor's degree. Do you expect that he would:

- (1) make bitter complaints about the unjust treatment he had received.
- (2) describe how he overcame these difficulties by hard work.
- (3) try to seek help from others.

In the late 1970s, John decided that the only way a deaf person could succeed in business was to take ownership of the problem and develop his or her own business. Frustrated by the lack of employment opportunity for deaf individuals, he and his brothers took out a high loan and founded a software company in the Silicon Valley, Integrated Microcomputer Systems, Inc (IMS). Their gamble paid off, making millions and providing jobs for both the hearing and the deaf.

In the meantime, IMS and John were recognized with numerous awards for honorable services to the community, creative business practices and technical excellence.

In 1994, 16 years after establishing IMS, John and his brothers sold the company and became "semi-retired". After less than two years, John undertook sponsoring the development of technology to offer affordable, real time text services to deaf students.

Prediction 3

From the above three paragraphs you know that John and his brother took out a huge loan and founded a software company to provide jobs for the disabled. They were recognized with many rewards, in the next paragraph, do you expect the writer to:

- (1) explain John's motivation in doing all these good deeds.
- (2) go on telling us what John did for disabled people.
- (3) summarize all John's achievement.

John has rarely taken a rest since starting his first company. Over the years, in addition to proving his skill for business, John has demonstrated his abilities as a leader advocating for the deaf by serving on the boards of a broad scope of non-profit and educational institutions.

In recent interview, John was asked questions regarding the employment of persons with disabilities, including Asian Americans and Pacific Islanders with disabilities. Some of the interview is presented below.

Q: What unique difficulties with employment do disabled Asian Americans and Pacific Islanders face today?

Prediction 4

From the above paragraphs, you know the following paragraphs of the article are part of an interview. And you have already read the interview question. What will be the focus of John's answers?

- (1) how proud he is working for the disabled.
- (2) what his qualities are as a leader.
- (3) how to get a better understanding of the disabled.

A: I would not characterize the bulk of the barriers I have faced as being cultural. With reference to difficulties due to being deaf, they have mostly been related to communication and language. The bottom line is there has to be very clear communication to work together effectively.